

Impact Assessment

Version 2015

Assessment of:	Marland Residential School: Proposal to Change Boarding Provision
Service:	Planning, Transportation and Environment

Head of Service:	Dave Black
Date of sign off by Head Of Service/version:	30/06/2017
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Section 1 - Background

Description:	<p>Marland School is one of 10 special schools in the Devon wide SENTient Foundation Trust. The Residential School at Peters Marland, near to Great Torrington, currently offers 40 termly residential places for boys aged 11-16. Marland School was inspected in November 2016 and is a Good School. With strong leadership and governance teaching is very effective and lesson plans capture the interest of pupils leading to a good level of engagement and learning.</p>
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The proposal is to reduce residential provision from termly 7 day/night boarding to weekly 5 day/4 night boarding provision with effect from the Autumn term 2017.

In planning and commissioning Special Educational Needs and Disability (SEND) provision, the proposal is in line with Devon's Local Offer to ensure that children and young people with SEND should have the expectation to be part of their local community. Our multi-agency approach has a strong focus on improving outcomes for children and young people with SEND as well as involving them and their families in developing provision. The proposal is also in line with the policies and procedures contained within the Education Infrastructure Plan 2016-2033 (revised) and the statutory responsibilities related to the strategic planning of pupil places and school organisation procedures.

Reason for change and options appraisal:

The school has experienced a significant change in recent years from both new admission students and parent/carers who express preference for a weekly placement rather than the current termly offer. This is aligned with a general national shift away from the more historic termly residential provision model with more emphasis being placed on the importance of a balance between a weekly residential model which provides all the benefits associated with boarding as well as the benefits of regular weekly access to family and local community at the weekends. Marland School is highly unusual in that it is a LA Maintained termly residential special school for students with Social, Emotional and or Mental Health (SEMH) issues. There are very few similar maintained termly residential SEMH schools nationally. The vast majority of LAs only provide maintained day provision with a small number offering weekly residential. The Ofsted report of November 2016 identifies that students had expressed a preference to go home more often.

The implications of the proposal were considered on a family by family basis including assessment by colleagues within Social Care. If the proposal is approved, Marland School will continue to fully support families and young people during the transition and transport will be provided to and from school and home on a weekly basis, as part of the ongoing placement package at Marland School and it will not be the responsibility of parents to provide.

The changes proposed will allow the school to continue to sustain and further improve the quality across both the teaching and pastoral residential element as well as the benefits of regular weekly access to family and community at weekends.

Section 2 - Key impacts and recommendations

Social/equality impacts:	<p>There has been an increase in demand for Special Education provision in recent years with children's needs becoming more complex and a requirement to offer more flexible provision which meets local needs. This is due to demographic change, high inward migration and significant house building. The Governing Body has considered the future of Marland School in relation to this, the change in demand for termly residential places, the challenges of future funding and the need to provide high quality teaching, learning and pathways to further education and employment. Currently most of the residential students spend alternate weekends at home during term time. Boarding on alternate weekends provides a 'value added' element to the service provided by the school but is not an essential aspect of the overall educational provision. Students will continue to benefit from the remaining 'value added' social and emotional elements provided by the proposed retained boarding element of Monday night through to Thursday night in addition to the continuation of the Monday – Friday school day taught curriculum.</p> <p>The proposal is in line with the policies set out in the Education Infrastructure Plan in supporting sustainable, high quality provision that maximises accessibility, meets local needs and recognises the needs generated by planned development in specific localities, tackles inequalities for vulnerable pupils but also recognises the needs of a changing population, employment and growth opportunities.</p> <p>We will ensure through our statutory processes that the views of parents, pupils, communities and stakeholders are considered and dealt with in order that informed decisions can be made without delay and are reported to Cabinet.</p>
Environmental impacts:	<p>The Education Infrastructure Plan supports positive impacts including minimising our reliance on school transport and the need for unnecessary journeys and ensuring that pupils are able to attend their local school.</p> <p>It is likely that there will be an increase in traffic movements due to the proposed change but this will be limited to a two hour window on Monday mornings and Friday afternoons.</p>

<p>Economic impacts:</p>	<p>Devon County Council has provided funding and work has commenced on provision of a new residential block and refurbishment of existing buildings. This will ensure that the refurbished weekly boarding provision meets the requirements of the pupils.</p> <p>The changes in boarding provision will be absorbed within the current school budget reserves and no further capital will be required.</p>
<p>Other impacts (partner agencies, services, DCC policies, possible 'unintended consequences'):</p>	<p>With regard to school transport, based on current students the additional school transport cost is expected to be in the region of £55k per annum. The Transport Coordination Service will be tendering new routes once the change has been confirmed and will also be working with the schools looking at other options in how the transport will be provided.</p> <p>Escalating costs in the region of £230k+ per year against a reduction in funding income together with the change in the requirements for new admissions has necessitated the Governing Body to carefully consider the future of the School. As a result of the change in boarding provision there will necessarily be a need for a reduction in staffing.</p>
<p>How will impacts and actions be monitored?</p>	<p>The increasing national pressure on funding means that resources need to continue to be targeted at the educational outcomes of the students alongside the wider enrichment programmes of the school but this needs to be on a realistically sustainable basis.</p> <p>Marland School is highly unusual in that it is a LA Maintained termly residential special school for students with Social, Emotional and or Mental Health (SEMH) issues. There are very few similar maintained termly residential SEMH schools nationally. The vast majority of LAs only provide maintained day provision with a small number offering weekly residential, so it is difficult to monitor against other similar schools.</p> <p>The Principal and Governing Body will continue to work collaboratively to drive and monitor improvement</p>

	<p>and Ofsted has identified that the Leaders and managers of the residential provision have a good awareness of the school's strengths and weaknesses and there is strong leadership and management of this provision. The school will continue to be routinely inspected by Ofsted and the residential side of Marland School will be externally monitored by independent monitoring visits, under the DfE Residential Special School National Minimum Standards.</p> <p>If the proposal is approved, Marland School will continue to fully support families and young people during the transition and the changes proposed will allow the school to continue to sustain and further improve the quality across both the teaching and pastoral residential side without one negatively impacting on the other as well as the benefits of regular weekly access to family and community at weekends.</p>
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Section 3 - Profile and views of stakeholders and people directly affected

People affected:	<p>Statutory consultations on changes to schools will gather information on the impact on all those affected by any changes and are evidenced within the decision making process.</p> <p>The main people affected will be the students and their families. Although there will be an effect on staff.</p> <p>The implications of the proposal on individual families has been assessed and considered by the Governing Body. In addition it has been confirmed that the proposed changes are unlikely to have any significant impact on Children's Social Care services.</p>
Diversity profile and needs assessment of affected people:	<p>Marland School is highly unusual in that it is a LA Maintained termly residential special school for students with Social, Emotional and or Mental Health (SEMH) issues for boys aged 11-16. Special consideration has been given to this group. The intention is to provide improved long term sustainable provision.</p>

Other stakeholders:	Other interested stakeholders include the Department for Education, teaching and non-teaching Trade Union representatives representing staff affected, Social Care, Parish Council, District and County Councillors.
Consultation process:	<p>In accord with the DfE School Organisation statutory requirements, the Governing Body consulted on the proposal from 18 April to 16 May 2017.</p> <p>All interested stakeholders were consulted with including parents, carers, staff, governors, trade union representatives, DfE School Organisation Unit, MP, County Councillors, District Councillors, all Schools, Parish Council. There were 17 responses to the consultation: 13 in support, 2 had mixed views with concerns and 2 objected to the proposal.</p> <p>A number of the parents who wrote in support expressed the view that it would actually have a positive impact on their family life. The mixed views related to behaviour management during out of class activities in the evenings and weekends which benefitted the pupils but it is considered that this is embedded throughout the 24 hour curriculum and is not dependent on 7 day residential but a mix of the whole time at Marland and will continue with the 5 day/4 night provision.</p> <p>Staff are obviously anxious but are fully understanding and supportive of the current financial position that the School find themselves in due to national policies.</p> <p>Following consultation, in accordance with statutory requirements, a Brief Notice and Full Proposal were published and widely circulated to all stakeholders on 24 May 2017 with a formal representation period. No responses were received.</p>

Research and information used:

The Governing Body of Marland School has carefully considered the impact of this proposal prior to publishing the consultation. There has been a significant change in recent years from both new admission students and parents/carers in demand for weekly places. This is supported in the Ofsted Report of November 2016 where students expressed the preference to go home more often. Nationally there is a shift away from the more historic termly residential provision model with more emphasis being placed on the importance of a balance between a weekly residential model and access to family and local community at weekends.

Background Analysis

This section describes how relevant questions and issues have been explored during the options appraisal.

Section 4a - Social Impacts

Giving Due Regard to Equality and Human Rights

The local authority must consider how people will be affected by the service, policy or practice. In so doing we must give due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity and
- Foster good relations.

Where relevant, we must take into account the protected characteristics of age, disability, gender, gender reassignment, pregnancy and maternity, marriage and civil partnership, sexual orientation, race, and religion and belief.

This means considering how people with different needs get the different services they require and are not disadvantaged, and facilities are available to them on an equal basis in order to meet their needs; advancing equality of opportunity by recognising the disadvantages to which protected groups are subject and considering how they can be overcome.

We also need to ensure that human rights are protected. In particular, that people have:

- A reasonable level of choice in where and how they live their life and interact with others (this is an aspect of the human right to 'private and family life').

- An appropriate level of care which results in dignity and respect (the protection to a private and family life, protection from torture and the freedom of thought, belief and religion within the Human Rights Act and elimination of discrimination and the promotion of good relations under the Equality Act 2010).
- A right to life (ensuring that nothing we do results in unlawful or unnecessary/avoidable death).

The Equality Act 2010 and other relevant legislation does not prevent the Council from taking difficult decisions which result in service reductions or closures for example, it does however require the Council to ensure that such decisions are:

- Informed and properly considered with a rigorous, conscious approach and open mind, taking due regard of the effects on the protected characteristics and the general duty to eliminate discrimination, advance equality and foster good relations.
- Proportionate (negative impacts are proportionate to the aims of the policy decision)
- Fair
- Necessary
- Reasonable, and
- Those affected have been adequately consulted.

Characteristics	Describe any actual or potential negative consequences (e.g. disadvantage or community tensions) for the groups listed. (Consider how to mitigate against these).	Describe any actual or potential neutral or positive outcomes for the groups listed. (Consider how to advance equality/reduce inequalities as far as possible).
All residents (in general):	The planning of places for pupils with special educational needs is particularly challenging as information related to previous cohorts varies greatly in terms of numbers, needs or geographical area. But the overall trend is increasing numbers	Securing the sufficiency of SEND school places in our area with good quality school places, acting as champion for all parents and families and supporting participation in education, employment or training The change in provision is in line with Devon's Local Offer and the Education Infrastructure Plan to ensure value for money, the most effective use of resources and future pattern of service delivery
Age (from young to old):	The School provides 40 residential places for boys aged 11-16.	Neutral in terms of numbers. Increased sustainability ensures long term provision.
Disability (incl. sensory, mobility, mental health, learning disability, ill health) and carers of disabled people:	Marland School is a LA Maintained residential special school for students with Social, Emotional and or Mental Health (SEMH) issues.	The changes proposed will allow the school to continue to sustain and further improve the quality across both the teaching and pastoral residential side without one negatively impacting on the other as well as the benefits of regular weekly access to family and community at weekends.

Culture/ethnicity: nationality, skin colour, religion and belief:	Neutral	The Education Act 2002 requires all schools to promote the spiritual, moral, cultural, mental and physical development of its pupils and to challenge opinions or behaviours that are contrary to these values.
Sex, gender and gender identity (including Transgender & pregnancy/maternity):	The provision is for male students only.	Neutral
Sexual orientation:	Neutral	Neutral
Other socio-economic factors such as families, carers, single people/couples, low income, vulnerability, education, reading/writing skills, 'digital exclusion' and rural isolation.	The implications of the proposal on individual families has been assessed and considered by the Governing Body. In addition it has been confirmed that the proposed changes are unlikely to have any significant impact on Children's Social Care services.	Within our role of championing all our children, Devon County Council is committed to improving the life-chances of all Devon's children, young people and especially the most vulnerable. Changes in provision for pupils with special educational needs will be in accordance with Devon's SEND local offer covering education, health and social care services and consultation undertaken on the impact of any proposed changes on those affected.
Human rights considerations:	Neutral	Neutral

	Describe any actual or potential negative consequences. (Consider how to mitigate against these).	Describe any actual or potential neutral or positive outcomes. (Consider how to improve as far as possible).
Reduce waste, and send less waste to landfill:	Neutral	The Waste Education Strategy for Devon Schools supports the education of children in the long term strategy to achieving a more sustainable future with increasing emphasis on waste minimisation, resource management and greater awareness of the issues surrounding consumerism, and is a priority for Devon Authorities.
Conserve and enhance biodiversity (the variety of living species):	Neutral	Neutral
Safeguard the distinctive characteristics, features and special qualities of Devon's landscape:	-Neutral	Neutral
Conserve and enhance the quality and character of our built environment and public spaces:	Neutral	No discernible impact

Conserve and enhance Devon's cultural and historic heritage:	Neutral	No discernible impact
Minimise greenhouse gas emissions:	There will be some additional transport requirements	It is likely that there will be an increase in traffic movements due to the proposed change but this will be limited to a two hour window on Monday mornings and Friday afternoons.
Minimise pollution (including air, land, water, light and noise):	Neutral	Devon supports the principle of local schools for local children for community and environmental reasons. Sustainable travel and transport modes will be promoted including a School Travel Plan.
Contribute to reducing water consumption:	Neutral	In accordance with The Waste Education Strategy for Devon Schools
Ensure resilience to the future effects of climate change (warmer, wetter winters; drier, hotter summers; more intense storms; and rising sea level):	Neutral	No discernible impact
Other (please state below):		

Section 4b - Environmental impacts

An impact assessment should give due regard to the following activities in order to ensure we meet a range of environmental legal duties.

The policy or practice does not require the identification of environmental impacts using this Impact Assessment process because it is subject to (please select from the table below and proceed to the 4c, otherwise complete the environmental analysis table):

	Devon County Council’s Environmental Review Process for permitted development highway schemes.
	Planning Permission under the Town and Country Planning Act (1990).
	Strategic Environmental Assessment under European Directive 2001/42/EC “on the assessment of the effects of certain plans and programmes on the environment”.

Section 4c - Economic impacts

	Describe any actual or potential negative consequences. (Consider how to mitigate against these).	Describe any actual or potential neutral or positive outcomes. (Consider how to improve as far as possible).
Impact on knowledge and skills:	Positive – it will ensure the longevity of provision at the school	The School provides high quality teaching and learning on an academic, vocational and life skills basis and continue to raise educational standards with the residential aspect of the school enhancing stability and continuity for the working school week (Monday to Friday).
Impact on employment levels:	As a result of the change in boarding provision there will be a need for a reduction in staffing.	Staff are anxious but understand the situation and are supportive.
Impact on local business:	Neutral	Neutral

Section 4d -Combined Impacts

Linkages or conflicts between social, environmental and economic impacts:	The combined impacts are seen to be positive with improved and sustainable provision for pupils.
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Section 5 - 'Social Value' of planned commissioned/procured services:

How will the economic, social and environmental well-being of the relevant area be improved through what is being proposed? And how, in conducting the process of procurement, might that improvement be secured?	The Local Authority has a statutory duty to secure sufficient educational provision in its area, to act as champions for all parents and families and support the most vulnerable children and will continue to work in partnership to ensure that all pupils are able to attend a good or outstanding school.
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